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ABSTRACT

A report is presented of an evaluation study that was set up to monitor the effects of a bilingual program on students' progress in all subject areas, its effects on student attitudes towards the French language and culture, and the patterns of language usage in the bilingual classroom. The sample for the study consisted of three groups: a treatment group of two sixth grade bilingual classes, and two comparison groups comprised of sixth grade classes and a ninth grade class from a regular program. Standard tests and observation procedures were used to collect data. Analysis of the data indicated the following: (1) the treatment group performed as well as the comparison grade six class in subjects other than French, and better than both comparison groups in French; (2) the treatment group maintained more positive attitudes toward the French language and culture than the sixth grade comparison group; and (3) by the end of the year, the greatest percentage of French language used in the bilingual classroom was related to course content. (Author/AMH)

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Marie Genevieve Pfeiffer

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Telephone: 873-3801

AN EVALUATION STUDY OF THE GRADE VI BILINGUAL PROGRAMME IN SCHOOL DISTRICT # 35 (LANGLEY) 1978 - 1979

by *Marie Genevieve Pfeiffer*

Assistant French Co-ordinator

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
Approaches to Second Language Teaching	9
The Gillin Report	12
Review of Research on Second-Language Programmes	15
Age and Second Language Learning	16
Reivew of Late Immersion Programmes	19
METHODOLOGY	25
Canadian Cognitive Abilities Test	29
Canadian Test of Basic Skills	30
B.C. French Comprehension Test	31
MLA Co-operative Foreign Language Test	32
Intermediate Questionnaire	33
Observation Schedule	33
Experimental Design	34
RESULTS	38
Comparison of General Intelligence; Bilingual vs. Comparison Groups	39
Performance in Other Subject Areas; Bilingual vs. Grade Six Comparison Group	41
Performance in French; Bilingual vs. Comparison Groups	43
Attitude Towards the French Language and Culture; Bilingual vs. Grade Six Comparison Group	52
Observation Results	55
SUMMARY AND CONCLUSIONS	66
REFERENCES	72
APPENDIX A. Observation: Reliability and Validity Test	76
APPENDIX B. The Classroom Observation Schedule: A Manual for Observers	77

LIST OF TABLES

		Page
TABLE I.	Hours of French Instruction per Groups in the Study	26
TABLE II.	School and Individual Class Enrollments for Groups in the Study	28
TABLE III	Description of Information Collected in the Study	35
TABLE IV.	Intelligence Measure: Performance on Canadian Cognitive Abilities Test	40
TABLE V.	Performance in Other Subject Areas: Grade 6 Bilingual Group vs. Grade 6 Comparison Group.	42
TABLE VI.	French Language Skills: Pre- and Posttest Scores of Grade 6 Bilingual and Grade 6 Comparison Group on BCFCT	45
TABLE VII.	Performance in French: Change During the Programme of Grade 6 Bilingual and Grade 6 Comparison Group on BCFCT	47
TABLE VIII.	Performance in French: Grade 6 Bilingual Group Change in Performance, B. C. French Comprehension Test Pre and Post Test Scores .	49
TABLE IX.	Performance in French: Grade 6 Bilingual Group vs. Grade 9 Comparison Group, Modern Language Association Test - Listening. .	51
TABLE X.	Attitude Scale: Pre and Posttest Scores of Grade 6 Bilingual and Grade 6 Comparison Group on Attitude Scale	53
TABLE XI.	Classroom Organization.	56
TABLE XII.	Description of Student Talk	59
TABLE XIII.	Description of Student Talk by Course Content Subcategories (for Language Arts and Social Studies Combined)	61
TABLE XIV.	Description of Teacher Talk	63
TABLE XV.	Description of Teacher Talk by Course Content Subcategories (for Language Arts and Social Studies Combined)	65

INTRODUCTION

Education in this country has gone through tremendous changes in the area of second language teaching especially since World War II. The change at this time was due to the need to satisfy some practical needs such as the preparation of foreign language speakers for the army. As a result, a movement began which transformed the philosophy and methodology of language teaching.

A great many linguists became involved and developed a language teaching methodology which was very different from what was classroom practice before the war. Linguists placed their emphasis on comprehension and speaking skills (Yalden, 1976). These principles have been retained in the language programmes developed since World War II.

The subject of this study is an evaluation of a more recent innovative programme, the late immersion or bilingual model. The model will be described in detail at a later point in this introduction.

In 1974 the Ontario Ministry of Education established a committee to develop improved curricula and techniques for the teaching of French to English-speaking students of Ontario and to review the aims and objectives of French language courses in Ontario's schools. The report of this committee (Gillin Report, 1974) contained some far-reaching recommendations covering programmes, curricula and techniques, travel and exchange, teacher training and professional development and funding (Kennett, 1976).

The Gillin Report (1974) attempted to define three levels of

bilingualism: the basic level, the middle level and the top level. Programmes which could be expected to achieve each level were suggested. For a basic level of language competence it is suggested that students receive a "core" or "traditional" programme involving 15 to 40 minutes per day of second language instruction. A middle level would require 60 to 90 minutes of French instruction which may be language instruction supplemented by another subject such as Science or Social Studies taught in French. Finally, it is hypothesized that the top level may be achieved through a more intensive immersion approach where the language of instruction for 50 to 90% of the day is French.

A Federal-Provincial agreement for financial assistance to promote bilingualism has resulted in an overwhelming expansion of the opportunities for instruction in French as a second language in Canada's 10 provinces. For example, Le Soleil (February, 1979) reported that 42% of elementary students in provinces outside of Quebec are receiving French as a second language instruction. This is compared to 28% in the 1970-71 school year. According to the B. C. French Study Report (Shapson, Kaufman & Durward, 1978) 59 (of 75) school districts in British Columbia offered some elementary French instruction during the 1976-77 school year with most of this activity focused on the core approach.

In an attempt to achieve a higher level of bilingualism, more intensive approaches have been introduced across Canada with early immersion programmes being most well established. The early immersion

programme starts in Kindergarten (or sometimes is delayed until grade one) with French as the only language of instruction. English language arts is introduced in grade two or three and with each successive grade the proportion of English instruction is increased so that by the end of elementary schooling, approximately 50% of the curriculum is English, 50% is French.

The opportunities for British Columbia students to attend immersion classes are limited. In Quebec and Ontario, 20% of the English-speaking pupils beginning Kindergarten were enrolled in immersion classes (Barik & Swain, 1976).

Of the 59 school districts in British Columbia which provided core French programmes during the 1976-77 school year only three offered an early immersion alternative (Coquitlam, Victoria and Vancouver). In 1978-79 the number of districts offering the early immersion programme grew to 11 districts with a total number of 2,000 students enrolled (Ministry of Education, 1979).

According to the Gillin Report (1974) immersion programmes are those in which 70% or more of total instruction time is in French in the first year of the programme, regardless of the grade level at which French is introduced. This time allotment may be altered in the second or third year. Late immersion programmes generally start in grade six or seven.

Part of the rationale for developing a late immersion programme is that it is less expensive and less disruptive to introduce educational change at a later grade level. Fewer materials need to be

developed and fewer teachers trained, retrained, or replaced (Swain, 1978).

Input from programme evaluations and research also plays a fundamental role in the decision-making process involved in the selection of second language programme alternatives. Edwards & Smythe (1976) and Barik & Swain (1975) have reviewed programme alternatives and have summarized the results of studies of late immersion programmes in Brampton, Montreal and Ottawa. Based largely on the findings of student progress in French and English language skills (see literature review), it has been suggested that late immersion programmes of one or more years duration appear to be a feasible option for students unable to attend early immersion programmes but whose objective is a high degree of bilingual competence. Edwards & Smythe also noted that all school boards surveyed, which reported having late immersion programmes, stated that all school district personnel were satisfied and pleased with the results of this programme.

In British Columbia, the first experimental late immersion programme was implemented at the secondary school level in Coquitlam school district to provide grade 10 students the opportunity to take one semester of schooling where French was the only language of instruction (Shapson & Kaufman, 1978).

In 1978-79 Langley school district along with Coquitlam school district and Surrey school district implemented late immersion programmes at the elementary level (Grade six). These three programmes vary in the percentage of time in which French is the only language of

instruction. Coquitlam - 100%, Surrey - 80% and Langley - 60%. Because the Langley programme just fails to meet the 70% requirement that Gillin suggests is required in order that it be recognized as immersion, the school district refers to it as a bilingual programme.

The Langley bilingual experiment in grade six is the subject of this study. The district of Langley, with a population of 40,000 is situated in the Fraser Valley region on the outskirts of Vancouver. The district contains 30 elementary schools. Twenty-six schools offer a core (60-100 minutes of French per week) Grade 6-7 programme. Langley students may have the alternative of taking a bilingual programme which is available in two schools in the district, Blacklock and Bradshaw elementary schools.

The bilingual programme is an innovative one and this is the first attempt at an elementary late bilingual programme in British Columbia. Before the programme was implemented an extensive study of the model was conducted by the Langley Administrative and School Board staff. The study was undertaken as a result of a district profile of the core programme by the B. C. French Study Team (Shapson & Kaufman, 1977) which revealed that approximately 9% of the parents surveyed were interested in enrolling their children in a French immersion programme. It was this interest that motivated School District No. 35 (Langley) French Department to enter into a thorough study of immersion programmes in order to determine if this type of programme was feasible and would meet the needs of students presently enrolled in Langley schools. A team from the school district reviewed

various immersion programmes and settled on the late immersion bilingual model. In October, 1977, letters and questionnaires were distributed to the schools. All parents of grade five children were asked to indicate whether they would enroll their children in the bilingual programme. A covering letter from the superintendent outlined the proposed course content and described this type of programme.

In November, an informational meeting for parents was held at Blacklock Elementary School. A panel comprised of district and out-of-district personnel dealt with curriculum, finances, research, evaluation, parental support, and administrative procedures.

Following the meeting, the parent questionnaires were returned to the Langley School Board Office. The response indicated that 180 parents would be willing to enroll their children in the grade six bilingual programme (20% of all grade five students). A final decision to implement the programme was made after a team composed of a trustee, the Director of Elementary Instruction, and the French Coordinating Team visited eastern Canada to study French immersion programmes in Montreal, Ottawa, and Toronto. The team appeared to be very impressed with the results and the enthusiasm generated by the French programmes in schools they visited. A considerable amount of materials, information, research results, advice and assistance was offered by all districts visited.

Upon return to Langley, members from the French committee proposed that two classes be established and that they be located in Blacklock

and Bradshaw Elementary Schools. These two locations were suggested because there was a high demand in both areas and because both schools had classroom space available.

It should be noted that the Langley programme is a combination of a late immersion and a bilingual programme in that approximately 60% of the curriculum in taught in French. It is similar in that way to the Peel County (Ontario) programme where the proportion of French/English instruction is 70%/30%. As far as grade level is concerned, it corresponds to the Ottawa experience which starts at grade six. The main difference, however, lies in the fact that Langley students did not have any previous exposure to French. This meant that the transition period during which students receive an intensive French language arts programme had to be lengthened.

Because of the innovative nature of the programme the Langley School Board, the students' parents, and the Langley school district senior administrative staff felt that a close monitoring of student progress in all academic subjects be conducted by school district personnel. As a result an evaluation study was mounted to monitor progress in both French and English.

This study investigates the following:

1. the effects of the bilingual programme on students' progress in other school subjects
2. the bilingual students' progress in French compared to that of students enrolled in other French programmes
3. the bilingual students' attitudes towards French language and

culture compared with students enrolled in other French programmes

4. the pattern of language usage in the bilingual classroom

LITERATURE REVIEW

In the last decade, Canadians have become more aware of the need to acknowledge Canada's second official language, French. Increasing instruction in French, made possible across the country by infusions of federal funds, has been instrumental in the development of innovative second language programmes.

After examining different approaches to language teaching which range from the traditional method to the immersion model, this review will summarize the Gillin Report, 1974. This report by a committee of the Ontario Government's Ministry of Education attempted to link these methods of language instruction to the student's acquisition of language proficiency. Finally, research in one of the models of language instruction, the late immersion programme model, will be examined with special emphasis on the questions of optimal age and the amount of instructional time needed to acquire a second language.

Approaches to Second Language Teaching

Tucker (1974) described several approaches for second-language teaching. These diverse approaches seem to fall into four major categories:

1. Core French: the traditional second-language programme consisting of a 20 to 40 minute daily lesson, the purpose of which is to develop on the part of the student the ability to understand, speak, read and write the target language to some specific level.

The traditional second-language programme in which French is taught for approximately 100 minutes per week exists in a great number of school districts across the country. A major difference lies, however, in the starting point of the French programme. Some districts start the teaching of French as early as Kindergarten and some start as late as grade six or seven.

In British Columbia, most French programme were being implemented in grade five to seven and the time alloted to elementary French averaged 100 minutes per week (where it is taught daily) to 60 minutes per week (in cases where it is not taught daily) (Shapson & Kaufman, 1977).

2. Extended French: the traditional second-language component is supplemented by the use of the target language to teach a selected content subject. For example, geography might be taught in French at the grade six level to English-speaking students.

A number of school boards across Canada, dissatisfied with traditional programme have set up extended programmes which include between 45 to 90 minutes of second-language instruction per day, during which time French as a second-language and one or more academic subjects are taught in French. Typical of such programmes is the extended programme of the Ottawa Separate Schools, which offered 90 minutes of French language instruction per day in grades one to four within an otherwise traditional English curriculum.

A wide range of school subjects was offered in the extended French programme of the Carleton Board of Education in 1973-74, at various

grade levels from one to eight. Subjects taught in French ranged from environmental science and mathematics to geography or history. Subjects such as social studies and art were also taught in a few classes up to grade six.

Such programmes have not been systematically evaluated as an alternative to immersion programmes, but rather as an alternative to traditional second language programmes. There is little doubt that they interfere little if at all with the traditional English language curriculum and that they result in significantly superior French language competence in comparison to traditional second-language programmes, particularly with reference to oral skills and comprehension. Halpern's (1976) research of extended programmes in the Carleton and Ottawa Boards of Education, yielded encouraging results with respect to the academic standard attained.

3. Early Immersion: a programme which starts in Kindergarten (or sometimes is delayed until grade one) with French as the only language of instruction. Subsequently one daily period of English language arts is introduced in grade two or three and with each successive grade the proportion of instructional time in English is increased, so that by the end of elementary schooling the curriculum is approximately balanced between French and English instruction.

French immersion programmes starting in Kindergarten or Grade one for English-speaking students are presently in operation in a

number of school districts across Canada, such as Victoria, Vancouver, Surrey, Burnaby, Coquitlam, Winnipeg, Cochrane, Toronto, Ottawa, Scarborough, Montreal, Dartmouth, Moncton and Charlottetown.

4. Late Immersion: a programme in the target language beginning after the student has had several years of training via the traditional second-language programme. Late immersion generally begins at the grade six or seven level and involves 80 to 100% instruction in French. This is followed by approximately 40% in grade eight, nine and ten. Tucker also refers to an intermediate immersion programme defined here as similar to an early immersion programme, except that it starts in the intermediate years (grade three to five) of a child's education, when the students have already been introduced to reading and language arts in the English language.

The Gillin Report

It is during the past decade that alternative methods of French instruction have proliferated. One of the main reasons for programme changes was based on the recommendations of the Gillin Report (1974), the report of a committee established by the Ontario Ministry of Education in 1973 to review the aims and objectives of French language instruction in Ontario's schools. The report defined three levels of bilingualism and then postulated second-language programmes that could be expected to achieve each level. The three defined levels of achievement are the basic level, the middle level, and the top level.

According to Gillin (1974), with the basic level, the students have a good fundamental knowledge of the language and its grammar, pronunciation and idioms. They have acquired an active vocabulary of 3,000-3,500 words, and about 100 basic sentence patterns which enables them to make themselves understood in conversation. The students can read, with the aid of a dictionary, standard texts written without stylistic difficulties on subjects within their interest and have some knowledge of French-speaking communities. These students are capable of taking up the study of French at a higher level when motivated to do so in later life.

The middle level goes beyond the basic level in that the students have acquired a greater proficiency in the language. Having attained the middle level, the students can participate adequately in conversations and would be able to function quite well in a French community after a few months' residence. They can read books of personal interest and newspapers with occasional help from the dictionary and understand radio and television news and programmes in which they are personally interested. In addition, the students have absorbed information about the culture, society, customs, economy, government and institutions of the French-speaking community in which they are interested.

The top level is the most advanced level a student can reach according to the Gillin Report. Having attained the top level students can participate easily in conversations and could take further education in French in a bilingual educational institution; that is they can

understand lectures, write papers and take part in class discussion. They would also be capable of accepting training or employment in the other language or of living in the other language community, after a short period of induction training. Culturally, the students understand and share the emotional attitudes and the values held in common by members of the other community.

The Gillin Report suggested programmes related to achieving these levels of performance which correspond to the models cited by Tucker and described earlier in this literature review.

Using Core French as a programme, the students can be expected to achieve the basic level of proficiency described by the Gillin Report. A Core French programme of instruction can start at any grade level but should be given in a set amount of time varying from 15 to 40 minutes per day.

Using Extended French as a method of organizing a programme, the students can be expected to achieve what the Gillin Report calls the middle level of proficiency. When French is used as the medium of instruction for one or more subjects such as mathematics, social studies and science in addition to instruction in core French, the students are expected to be motivated to use French as a means of communication.

Only through early immersion or late immersion programmes can the top level of proficiency, described in the Gillin Report, be achieved. In immersion programmes, 50 to 100% of the school day is in French. French is the medium of instruction, and French is the means of com-

munication between teacher and student.

It appears reasonable to state that the three approaches to French instruction lead to different levels of proficiency: core French to the basic level, extended French, or partial immersion to a working knowledge and total immersion to bilingualism.

As Stern, Swain, McClean, Friedman, Harley and Lapkin, point out, however, the linking of these three approaches to the three levels of competence must be viewed only as an hypothesis. One needs to examine the literature dealing with research in student achievement in the various programmes to gain insight into what language proficiency a student can be expected to attain given a particular method of instruction. Given the nature of this study, rather than examining the research evidence related to all of the programme models outlined by Tucker, only the evidence related to the immersion model will be emphasized.

Review of Research on Second-Language Programmes

Early immersion programmes are much more widespread than late immersion programmes. It is the late immersion model that is the major topic of this study, therefore, attention will be focused on research regarding these programmes. As previously stated, the late immersion programme differs from the early immersion programme model in that the entry year for the students occurs at a later stage in the child's development (at grade five, six or seven or at an even later state in the student's schooling).

The questions that immediately occur are: What is the best age for immersion? What amount of instructional time should be in French for students to become bilingual? What do results of late immersion approaches indicate one can expect in students' acquisition of French?

Age and Second Language Learning

The Gillin Report (1974) described immersion programmes as those in which 70% or more of the total instruction time is in French in the first year of the programme, regardless of the grade level at which French is introduced. This time allotment may be altered in the second or third year. As interest in learning French as a second language increases in Canada, educators are considering the ideal age at which to begin such a programme.

Penfield and Roberts in Speech and Brain Mechanisms (1959) recommended that second language learning take place before the age of 10. After this age, they said, the children will have interference from their mother tongues when learning a second language and will be unable to achieve proper pronunciation. The view that pronunication in a second language is related to age has received support in other research (Asher and Garcia, 1969).

The demand for an early start such as pre-school or kindergarten immersion is often based on these convictions. Of late, familiar arguments have been challenged. The report by the National Foundation for Educational Research (NFER) Primary French in the Balance (1974) has been used to question some of the previously unchallenged ideas

regarding an early childhood start in second language learning. Clare Burstall headed the study of a 10 year experimental pilot programme. Some 125 primary schools in England and Wales participated in the pilot scheme. Oral French was introduced at the age of eight to approximately 5,700 students in 1964. These students followed a five year programme. One of the comparison groups was composed of students who were older than the experimental children but who also received five years of oral French instruction.

Although the study examined several factors relating to second language learning, the findings which have the most direct bearing on this discussion are those regarding the question of age. The British report declared that there was no significant difference in achievement between those students who started learning French at the age of eight and those who started learning at the age of eleven. While the results from this study appear to dispute the justification for starting early, it has been previously pointed out that a number of methodological problems with Burstall's study existed. For example, during the first year of the study staffing difficulties resulted in some classes in the primary schools not receiving any language instruction. Also, the time-span of the evaluation did not allow all of the students to be studied for the same period of time; some were under study for five years, some for eight years (Stern, Burstall and Harley, 1975).

The experimental programmes in the Ottawa-Carleton area are based on the assumptions that second language learning is possible at any stage in the student's school career and that total or partial immer-

sion approaches should not be confined to the early years alone. Stern (1976) pointed out that while the younger child is:

> at a stage of linguistic expansion and general development which is entirely favourable to second language learning and is less self-conscious, the older child has improved memory and a higher level of intellectual growth. At an older age children can better grasp the structures of the language and appreciate its cultural aspects (page 20).

Regarding the same issue, Stern (1976) advanced the hypothesis that there is no optimum age for learning a second language. In certain respects the modes of learning may differ in early and late, and first and second language learning. Whether the learning is more or less effective depends more on the conditions under which such learning occurs than on the age of the learner. Stern places much onus on the environment to create conditions under which learning can occur. It does not assume that older learners automatically have an advantage by virtue of being older nor does it assume that younger learners automatically have an advantage by virtue of being younger.

In their report, Burstall, Jamieson, Cohen and Hargreaves (1974) argued that the factor which matters most is time, not age. But given the same amount of time, in this instance five years, older learners are more efficient learners. The emphasis on the importance of time rather than age is supported in the I. E. A. study on <u>French in Eight Countries</u> by J. B. Carroll (1975). Carroll writes that:

> the data from the present study suggest that the primary factor of proficiency in French is the amount of instructional time provided. The study provides no clear evidence that there is any special advantage in starting the study of a foreign language very early other than the fact that this may provide the student more time to attain a desired performance level at a given age. In fact the data suggest that students who start

> the study of a foreign language at relatively older ages make somewhat faster progress than those who start early. The recommendation that emerges is that the start of foreign language instruction be placed only so early as to permit the amount of instructional time they need to achieve whatever level of competence is regarded as desirable by a given stage of their education. (p. 276)

Data from Gardner and Lambert (1972) also suggests that the amount of instructional time is the primary factor in the attainment of proficiency in French.

Three levels of competence, discussed earlier, have been suggested by the Gillin Report (1974). The Gillin Report recommends an approximate number of hours required to reach each level. Basic level, of competence in French, requires a minimum of 1200 total hours of instructional time, a working knowledge requires 2100 total hours; and bilingualism, requires 5000 total hours.

Educators and lay individuals have an ever-increasing amount of empirical data with which to assess various approaches and answer questions. What is the ideal age to learn a second language? How much time is needed to learn it? The third major question on the effect of late immersion on the student's acquisition of French language skills, will now be examined.

Review of Late Immersion Programmes

In the past years, several Canadian researchers have studied early immersion programmes: Lambert and Tucker (1972) the St. Lambert programme in Montreal; Edwards and Casserly (1972-73) the immersion programmes in the Ottawa Roman Catholic Separate School

Board; and Swain and Barik (1974) the immersion and partial immersion programmes of the Ottawa Board of Education, the Carleton Board of Education, the Elgin County Board of Education, the Toronto Board of Education, the Peel County Board of Education, and Shapson and Kaufman (1978) the immersion programme in Coquitlam, British Columbia. The findings of each research team have been similar: the children learn French effectively without undesirable consequences.

Research in the area of late immersion programmes is becoming more extensive. Genesee, Tucker and Lambert (1978) point out that since its inception in 1969 the grade seven immersion programme of the Protestant School Board (Montreal) has been monitored carefully by researchers. The pilot students who started in 1969 were evaluated each year until 1974 when they graduated from secondary school. Thus, there is now a fairly thorough and systematic body of research data on these students at all grade levels. In addition, three replication studies have been carried out at the grade seven level and one at the grade 11 level.

One of the main concerns of these evaluations has been related to the acquisition of skills in the French language by the students enrolled. A battery of French language tests assessed skills in reading, language usage, speaking, listening comprehension and arithmetic. The French immersion students were found to have acquired skills in all aspects of the French language which were significantly better than those of the English control group of students (enrolled in a regular French programme). In particular, the immersion students

were better able to speak and listen to French than the control students. When compared to Francophone students, however, the immersion students did not attain native-like proficiency in French. It is also worth noting that the late immersion students did as well as the control groups on a battery of English tests which assessed skills in reading, language use, speaking, listening comprehension and arithmetic.

In 1971 the Peel County Board of Education initiated a grade eight French immersion programme in Brampton, Ontario (Swain, 1974). The evaluation of the 1971-72 grade eight French programme found that the immersion students scored considerably higher on the International Association for the Evaluation of Education Achievement (I. E. A.) tests of French listening, speaking and reading as well as the Test of Useful French Vocabulary.

Edwards and Smythe (1976) have reviewed the late immersion programmes that have been implemented and evaluated in Brampton, Montreal and Ottawa. Their conclusions regarding the effectiveness of several late immersion programmes were positive, based on comparisons with groups in regular English programmes with traditional second language instruction, and with the performance of English and French control groups. Edwards and Smythe concluded that students in the late immersion programmes seemed to be making considerable progress in the French language, although they did not become fully bilingual after one or two years in these programmes. In some cases, positive attitudes towards the French language and culture were developed and maintained. In addi-

tion, students did not appear to fall behind in subjects taught in the English curriculum or in their English language skills.

Shapson and Kaufman (1978) evaluated the first attempt at a late immersion approach in British Columbia involving grade 10 students in Coquitlam School District. The study examined growth in French language skills. Based on the assessment of basic verbal skills (spelling, vocabulary and grammar) in French, Shapson and Kaufman concluded that the students in the late immersion programme outperformed their peers in the conventional grade 10 French programme and performed as well as students in the regular grade 12 class. In addition, after controlling for initial differences, the grade 10 immersion students outperformed their grade 10 peers in following written directions and possessing technical (science) vocabulary in French.

As interest in learning French as a second language increases in Canada, more and more educators are considering the possibility of initiating bilingual education programmes. If one considers such questions as what grade level to begin the programme, when to use each language, and what language to use in teaching which subject, the number of possible alternatives that a bilingual programme might take is formidable. Each programme aims to develop a high degree of proficiency in the second language (French) while at the same time maintaining a high level of proficiency in the first language (English).

A brief overview of the research findings in Three Approaches to Teaching French suggest the following tentative conclusions:

1. No long-term negative effects of immersion programs on the English language skills have been identified.

2. Students learn subject material taught to them in French and demonstrate achievement levels comparable to students taught the same subjects in English.

3. Immersion students learn more French than students in extended or core programs.

4. Students and teachers involved in the immersion program appear to have positive attitudes towards the program. (Stern et al., 1976, p. 96).

Swain (1978) compared early, partial and late French immersion programmes. As each programme aimed at developing a high degree of competence in second language (French) skills, Swain addressed herself to the question of whether each programme achieved those goals equally well. In order to make comparisons between alternative programmes a French cloze test was administered to a group of students in each programme: grade six of the Ottawa early total immersion programmes, grade seven of the Elgin County early partial immersion programme, and grade 13 of the Peel County late partial immersion programme. The test was also administered to two groups of grade six and 12 unilingual Francophones in Quebec. The grade 12 unilingual Francophone group scored highest (27 out of 41) and the grade 13 partial immersion group scored next highest (21 out of 41). These findings appear to suggest that while the students enrolled in these late immersion programmes became more proficient in French than their peers in other conventional French programmes, their English language skills do not lag behind those of the regular programme students.

Although the results of research have been positive and

encouraging, one must exercise caution in generalizing these results.

Genesee (1976) points out that most of the research to date has involved:

> predominantly middle class, majority group youngsters of average or above average intelligence, with no particular problems and who are, therefore likely to be relatively successful students. (p. 494)

A large body of research data on early immersion programmes is available as such programmes are widespread and have been thoroughly evaluated. However, studies of late immersion programmes are not yet as extensive or numerous. Late immersion is still a relatively new area of investigation and the Langley bilingual programme is the first of this type in British Columbia. The evaluation will yield some particularly interesting results for other districts in British Columbia who hope to implement such programmes in the future.

METHODOLOGY

SAMPLE

The sample for the study consisted of four classes of grade six students (n=80) and one class of grade nine students (n=22). Two of the grade six classes combined to form the treatment group and were enrolled in a grade six bilingual programme where 60% of the curriculum was taught in French. The other two grade six classes formed a comparison group of students enrolled in a regular grade six programme where they received a core French programme consisting of 80-100 minutes of French instruction per week. The grade nine class was included as a second comparison group and previously had received one year of an elementary core programme in grade seven (80-100 minutes of French instruction per week) and a grade eight and nine French non-semestered core programme where they received 150 minutes of French instruction per week. An outline of the total of hours of French instruction each group received at the beginning and at the end of the study is included in Table I.

The treatment groups consisted of 38 students who registered voluntarily and were selected to participate in a late immersion French programme at the grade six level. Prior to entrance into the programme, students had not received any French instruction. Selection was solely on the basis of average achievement in other subject areas in the previous academic school year. All students had successfully completed

TABLE I

Hours of French Instruction per Groups in the Study

GROUP	HOURS OF FRENCH BEFORE STUDY	HOURS OF FRENCH PER WEEK (1978-79)	HOURS OF FRENCH* (1978-79) SCHOOL YEAR	TOTAL HOURS OF FRENCH
Treatment	0	12.5	450	450
Grade 6 comparison	0	1.3	48	48
Grade 9 comparison	138	2.5	90	Gr. 7: 48
				Gr. 8: 90
				Gr. 9: 90
				228

* based on a total of 36 weeks of instruction per school year

the regular grade five curriculum. In choosing the comparison groups, the classes were selected from schools with similar socio-economic backgrounds as those classes in the experimental group. All classes in the sample were a heterogeneous mix of students from a wide range of socio-economic backgrounds. The socio-economic background for all schools could be described primarily as "blue and white" collar or middle to lower class. The groups were housed in four different schools: two grade six classes were located in the same school, Blacklock Elementary; one grade six class in Bradshaw Elementary; one grade six class in Willoughby Elementary and one grade nine class in H. D. Stafford Junior Secondary School. The school and class enrollments are as outlined in Table II.

Seventeen of the 22 Bradshaw students were originally from Bradshaw Elementary; nine of the 16 Blacklock bilingual students were originally from Blacklock Elementary. The remaining bilingual programme students (n=12) came from other schools in Langley.

The grade six comparison group had received considerably fewer hours of instruction in French (Table I), were of the same age, and were taught the same curriculum as the Treatment group. The main difference between the groups was the number of hours of French instruction.

The grade nine group were more comparable with the treatment group in the amount of French instruction they had received but they were not similar in age.

TABLE II

School and Individual Class Enrollments for Groups in the Study

TREATMENT CLASSES	COMPARISON CLASSES
Blacklock Elementary School School: 450 students Class: 16 students Grade 6	Blacklock Elementary School School: 450 students Class: 20 students Grade 6
Bradshaw Elementary School School: 390 students Class: 22 students Grade 6	Willoughby Elementary School School: 320 students Class: 22 students Grade 6
	H. D. Stafford Jr. Secondary School: 600 students Class: 22 students Grade 9

Canadian Cognitive Abilities Test

The Canadian Cognitive Abilities Test (CCAT) published by T. Nelson (1974) is composed of 10 sub-tests assembled in three separate batteries - Verbal, Quantitative and Non-verbal.

Verbal Battery

The Verbal Battery is made up of the following four subtests: Vocabulary, Sentence Completion, Verbal Classification and Verbal Analogies. Although an individual's performance obviously does depend upon his store of verbal concepts, the items included in each sub-test have been written with a view to making demands primarily upon the individual's flexibility in using his concepts. The test battery is designed to appraise relational thinking when the relationships are formulated in verbal terms.

Quantitative Battery

The Quantitative Battery is composed of three subtests: Quantitative Relations, Number Series, and Equation Building. The solution of the problems on each test requires that the examinee have a basic store of quantitative concepts, but all the items call for perception of relationships among concepts and for flexibility in using qualitative concepts. The items in the subtests require almost no reading of verbal symbols so that the influence of reading skills on the scores has been held to a minimum.

Non-Verbal Battery

The Non-verbal Battery consists of the following three subtests: Figure Analogies, Figure Classification, and Figure Synthesis. The

items in the subtests of this battery involve neither words nor numbers, and the geometric or figural elements used bear little direct relationship to formal school instruction. The subtests emphasize discovery of and flexibility in manipulating relationships expressed in figural symbols or patterns.

The CCAT was normed jointly with the Canadian Test of Basic Skills. Thus, norms for the CCAT are based on the same students used to norm the achievement test battery. The comparability of the norming population for the tests should facilitate comparing a student's performance on the achievement test with his performance on the aptitude test.

Canadian Test of Basic Skills

The Canadian Test of Basic Skills is a standardized achievement test published by T. Nelson (1967) which consists of eleven separate subtests for grades three through eight: 1) Vocabulary, 2) Reading Comprehension, 3) Spelling, 4) Capitalization, 5) Punctuation, 6) Usage, 7) Map Reading, 8) Reading Graphs and Tables, 9) Knowledge and Use of Reference Materials, 10) Mathematics Concepts, and 11) Mathematics Problem Solving. This study used data from three subscales -- Vocabulary, Usage and Mathematics Problem Solving.

The items in each test have been carefully selected to represent a variety of currently recommended curriculum practices. Items of appropriate difficulty have been arranged in the various tests to provide a logical pattern resulting in tests of uniform length and reliability.

B. C. French Comprehension Test

The B. C. French Comprehension Test (BCFCT: Shapson, Kaufman and Durward, 1978) is presented on tape and consists of three subtests: Sound Discrimination, Vocabulary and Listening Comprehension. The BCFCT was developed by a committee consisting of the B. C. French Study research team members and French Coordinators from several school districts involved in the project. The test was pilot tested and subsequently revised to its present form. It was designed to measure the French comprehension skills of students completing their second year of a traditional French programme in grades four through seven. The test has, as its basis, vocabulary from three French series: En Avant, Le Français Partout, and Ici On Parle Français.

The B. C. French Comprehension Test is presented on reel to reel tape and can be administered in one sitting of approximately 35 minutes. It consists of three subtests. For this study two subtests were used for a pretest (Sound Discrimination and Vocabulary) and all three subtests were used for a posttest.

Sound Discrimination (10 items)

This subtests measures the student's ability to aurally discriminate between similarly sounding French words. The student is presented with four words, and is required to select the one word which differs from the other three. Each set of words is presented only once. This section is included mainly as a warm-up, to familiarize students with this type of testing procedure.

Vocabulary (30 items)

In this subtest, the student is required to select the one picture out of a set of four which corresponds to a French word or sentence presented to him orally.

Listening Comprehension (18 items)

This subtest measures the student's comprehension of brief passages in French. It consists of six short stories presented orally in French, each of which is followed by three questions based on the content. The student is instructed to write his answers in English.

MLA Co-operative Foreign Language Test

The MLA Co-operative Foreign Language Tests published by the Educational Testing Service Cooperative Division (1965) are designed for students who are learning language as communication. The test provides separate measures of listening, speaking, reading, and writing. The listening subtest was used in this study.

Listening Test

In the listening test, the student hears the instructions and the content of the test questions from the playback of a tape recording. The questions are based upon single utterances, short conversations between speakers, passages of continued prose read by a single speaker, telephone conversations in which the student selects the appropriate response, and brief dramatic scenes enacted by several voices, men's and women's. To reply, the student makes use of multiple-choice answers printed in his test booklet. He may record his answers in the test booklets or on a separate answer sheet.

Intermediate Student Questionnaire

The Intermediate Student Questionnaire was designed, pilot-tested and refined for use with students in grades four through seven by the B. C. French Study (Shapson, S., Kaufman, D. and Durward, L., 1978). This instrument is used to obtain background information, student opinions toward the programme, and to measure attitudes toward French language and culture. Pretest and posttest versions were used: the pretest form included questions on student background and opinion, and a 20-item attitude scale toward French language and culture; the posttest form omitted the background questions but retained the opinion questions and the attitude scale.

Observation Schedule

An observation schedule was developed by the author in consultation with a researcher from the B. C. French Study Team. The instrument was designed to code the verbal behaviour of teacher and student as well as recording classroom organization and activities.

The purpose of the schedule is mainly descriptive. It provides an account of the pattern of language use in the classroom and details the teaching techniques employed to teach language and course content. The observation instrument describes changes in the language pattern and methods of teaching from Winter to Spring.

The instrument was field tested in both classrooms a total of six times by the author and a researcher from the B. C. French Study Team. Video-tapes of each class were used to develop the instrument

and to train the author. The ratings made during training sessions were compared and discussed and subsequent instrument changes made. Inter-observer reliability was determined by calculating the percentage of agreement between the author and researcher on each section of the schedule on two separate occasions. The percentage of agreement was over 90% in each case (see Appendix A).

In order to allow enough time for the teachers and their students to adjust, visits to the classes started in January. Visits were concentrated in two months, January and May. A total of 24 forty-five minute visits were made; one half in each school. Twelve visits were made to French language arts classes and 12 were made to social studies classes which were conducted in French. The observation instrument and the administration manual are included in Appendix B.

Information Collected

Information regarding the instruments used, what the individual test subscales measured, when the tests were administered and to whom is contained in Table III.

Experimental Design

The experimental design used for this research study is a quasi-experimental pretest posttest control group design. The study involved one experimental group, the grade six students enrolled in the bilingual programme, and two control groups, the grade six and grade nine students enrolled in a regular French programme. The procedures for this design are the same as for a true experimental design except that

TABLE III

Description of Information Collected in the Study

Name of Instrument	What	When	To Whom
Canadian Cognitive Abilities Test	1. Verbal: (Vocabulary, Sentence Completion, Verbal Classification and Verbal Analogies) 2. Quantitative Quantitative Relations, Number Series, and Equation Building 3. Non-Verbal: Figure Analogies, Figure Classification and Figure Synthesis	Pretest (October)	Gr. 6 Treatment Gr. 6 Comparison Gr. 9 Comparison
Intermediate Student Questionnaire (B. C. French Study)	Attitudes toward French languages and culture	Pretest (October) Posttest (May)	Gr. 6 Treatment Gr. 6 Comparison

TABLE III (continued)

Name of Instrument	What	When	To Whom
B. C. French Comprehension Test	1. Listening (French) 2. Vocabulary (French) 3. Listening Comprehension*	Pretest (October) Posttest (May)	Gr. 6 Treatment Gr. 6 Comparison
Canadian Test of Basic Skills	1. Vocabulary 2. Language: Spelling, capitalization, punctutation, usage. 3. Mathematics: understanding the number system, mathematical terms and operations; solving problems.	Posttest (May)	Gr. 6 Treatment Gr. 6 Comparison
MLA Co-operative Foreign Language Test	Listening (French)	Posttest (May)	Gr. 6 Treatment Gr. 9 Comparison
Observation Schedule	Description of: Teacher Talk Student Talk Classroom Organization Classroom Activities	Winter & Spring January (12 sessions) and May (12 sessions)	Gr. 6 Treatment

*Posttest only

intact groups rather than randomly assigned ones are used. In this design, a pretest was used as a baseline to evaluate changes that occurred and as a further safeguard to control selection bias beyond random assignment of student classes. Thus, faced with intact classes for comparing the bilingual approach to French language instruction with a more traditional method, the researcher at the outset of the experiment compared groups on I. Q. using the Canadian Cognitive Abilities Test, and subsequently I. Q. scores were used as a covariate in data analysis.

RESULTS

The results from this study are presented in this chapter under five headings:

- Comparison of General Intelligence; Bilingual vs. Comparison Groups
- Performance in other Subject Areas; Bilingual vs. Grade Six Comparison Group
- Performance in French; Bilingual vs. Comparison Groups
- Attitude Towards the French Language and Culture; Bilingual vs. Grade Six Comparison Group
- Description of Classroom Organization and Language Usage in the Bilingual Class Setting.

Comparison of General Intelligence; Bilingual vs. Comparison Groups

The Canadian Cognitive Abilities Test (CCAT) was given at the beginning of the year as a measure of general intelligence. These results are presented in Table IV. No significant differences were found between the bilingual and comparison groups on the CCAT - total score, or on two of the three subscales, the verbal battery and the quantitative battery. However, a significant difference was found between the three groups on the non-verbal battery; $F=5.69$, $p < .005$. The results indicated that the bilingual group tended to score significantly higher than the two comparison groups on the non-verbal battery.

TABLE IV

Intelligence Measure: Performance on Canadian Cognitive Abilities Test

Measure Mean Scores	Gr. 6 Bilingual	Gr. 6 Comparison	Gr. 9 Comparison	Analysis of Variance F-Value
	(N=37)	(N=38)	(N=20)	
CCAT: Verbal Battery (Mx= 96)	74.76	72.71	75.25	0.46 NS
CCAT: Quantitative Battery (Mx= 57)	44.41	42.53	46.75	2.28 NS
CCAT: Non-verbal Battery (Mx= 77)	70.95	66.90	65.95	5.69*
CCAT: Total Score (Mx=230)	190.11	182.40	187.95	1.30 NS

NS = no significant difference

* = significant at the .005 level

Performance in Other Subject Areas; Bilingual vs. Grade Six Comparison Group

A standardized test, The Canadian Test of Basic Skills (CTBS) was administered toward the end of the school year to assess pupils' performance in other subject areas (vocabulary, usage, mathematics). These results are presented in Table V. An analysis of covariance was used to compare statistically the performance of the grade six bilingual group with the grade six comparison group (the CCAT intelligence test scores served as a covariate in the analysis). No significant differences were found between the bilingual and comparison groups on two of the three subscales, vocabulary and mathematics. However, a significant difference was found between the grade six bilingual group and the grade six comparison group on the language usage section of the test; $F=5.54$, $p < .05$ with the bilingual group scoring higher than the comparison group.

TABLE V

Performance in Other Subject Areas: Grade 6 Bilingual Group vs. Grade 6 Comparison Group

Measure	Mean Scores				Covariate Analysis
	Grade 6 Bilingual		Grade 6 Comparison		
	Covariate	Dependent Measure	Covariate	Dependent Measure	F-Value
	(N=37)		(N=38)		
CCAT: Total (Mx=230)	190.11		182.40		
CTBS: Vocabulary (Mx= 45)		31.03		29.39	0.001 NS
CTBS: Usage (Mx= 31)		21.62		18.50	5.54*
CTBS: Math (Mx= 30)		18.46		18.32	1.24 NS

NS = not statistically significant

* = significant at the .05 level

Performance in French: Bilingual vs. Comparison Groups

Performance in French by the bilingual group was compared to a grade six and a grade nine group enrolled in a traditional French programme. The B. C. French Comprehension Test scores were used to compare the grade six bilingual group's performance with that of the grade six comparison group. The test was also used to measure and compare growth in French language skills between the two groups.

The grade six bilingual group was also compared to a grade nine group enrolled in a traditional French programme. The Modern Language Aptitude (MLA) test was the instrument used to compare these two groups.

BCFCT Results - Comparisons at Beginning and End of Programme

To investigate the French language skills of the grade six bilingual group, a comparison was made between the performance of the grade six bilingual group and a grade six core French group on the B. C. French Comprehension Test (BCFCT). The test was administered to both groups as a pretest and posttest. The results are presented in Table VI. No significant differences were found on the Sound Discrimination (warm-up) section of the test (both pretest and posttest). However, the findings reveal that the bilingual group scored significantly higher in the following cases:

Pretest; vocabulary; t-value = 5.51, $p < .001$

Posttest; vocabulary; t-value = 11.31, $p < .001$

Posttest; listening comprehension; t-value = 14.86, $p < .001$

Posttest; BCFCT Total score; t-value = 13.39, $p < .001$

TABLE VI

French Language Skills: Pre- and Posttest Scores of Grade 6 Bilingual and Grade 6 Comparison Group on BCFCT

BCFCT Measure	Mean Scores		t-value
	Grade 6 Bilingual	Grade 6 Comparison	
Pretest	(N=37)	(N=38)	
Sound Discrimination (Mx= 10)	8.65	8.26	1.58 NS
Vocabulary (Mx= 30)	18.32	13.14	5.51*
Posttest			
Sound Discrimination (Mx = 10)	8.78	8.68	0.55 NS
Vocabulary (Mx = 30)	29.35	19.72	11.31*
Listening Comprehension (Mx = 18)	17.46	8.83	14.86*
BCFCT Total (Mx = 58)	55.58	37.24	13.39*

NS = no significant difference

* = significant at the .001 level

BCFCT Results - Change During the Programme

The BCFCT results were also analysed to measure change in performance in French during the programme (from pretest to posttest). These results, presented in Table VII, indicate that both the grade six bilingual and grade six comparison group showed significant growth on the vocabulary section of the BCFCT; vocabulary subtest; t-value = 20.05, $p < .001$ (bilingual group) and t-value = 7.08, $p < .001$ (comparison group).

TABLE VII

Performance in French: Change During the Programme of Grade 6 Bilingual and Grade 6 Comparison Group on BCFCT

BCFCT Measure	Grade 6 Bilingual Group Mean Scores Pretest	Posttest	t-value	Grade 6 Comparison Group Mean Scores Pretest	Posttest	t-value
	(N=37)			(N=38)		
Sound Discrimination (Mx=10)	8.65	8.78	.86 NS	8.26	8.68	1.84 NS
Vocabulary (Mx=30)	18.32	29.35	20.05*	13.14	19.72	7.08*

NS = No significant difference

* = significant at the .001 level

BCFCT Results - The Relative Change in Performance

A direct statistical comparison was conducted between the grade six bilingual and the grade six comparison group on the BCFCT scores (analysis of covariance of posttest scores, adjusting statistically for initial differences in pretest scores). The results, presented in Table VIII revealed that after adjusting for initial differences in French language skills, students in the bilingual group scored significantly higher at the end of the programme than students in the grade six comparison group, F-value = 107.43, $p < .001$.

TABLE VIII

Performance in French: Grade 6 Bilingual Group vs. Grade 6 Comparison Group Change in Performance
B. C. French Comprehension Test Pre and Posttest Scores

Measure	Grade 6 Bilingual (N=37)		Grade 6 Comparison (N=38)		Covariate Analysis
	Covariate	Dependent Measure	Covariate	Dependent Measure	F-value
BCFCT-pretest Total score[a] (Mx=40)	26.97		21.40		
BCFCT-posttest Total score[a] (Mx=58)		55.58		37.24	107.43*

* = significant at the .001 level

[a]Pretest - two subtests administered (Sound Discrimination and Vocabulary); posttest - all three subtests administered (Sound Discrimination, Vocabulary, Listening Comprehension)

The grade six bilingual group's performance in French also compared to a grade nine core French class using the Modern Language Association Test (MLA) at the end of the school year (i.e. posttest). The results, presented in Table IX indicate that the grade six bilingual group scored significantly higher than the grade nine comparison group, F-value = 5.98, $p < .001$. As a further point of reference Table IX also includes data on two groups of students who participated in a summer high school immersion programme, one group in an English setting, one group in a French setting. An examination of the table suggests that the grade six bilingual programme students tend to approach the same level of performance in French as high school students who have completed a six week immersion course.

TABLE IX

Performance in French: Grade 6 Bilingual Group vs. Grade 9 Comparison Group
Modern Language Association Test - Listening

Measure	Grade 6 Bilingual	Grade 9 Comparison	t-value
Present study (Langley)	(N=37)	(N=19)	
MLA test-listening			
Mean score	27.35	11.47	5.98*
(Mx=45)			
Summer High School[a]	English Setting	French Setting	
Programme	(N=35)	(N=40)	
MLA test-listening	33.0	30.9	
Mean score			
(Mx=45)			

* = significant at the .001 level

[a] Shapson and Kaufman (1978) - posttest data from high school students who attended a six week summer immersion programme, either in an English setting (B. C.) or in a French setting (Quebec)

Attitude Towards the French Language and Culture; Bilingual vs. Grade Six Comparison Group

Comparison at the Beginning and End of Programme

To investigate the attitude towards the French language and culture of the bilingual group, a comparison was made between their scores on the Attitude Scale section of the Intermediate Student Questionnaire (Shapson, Kaufman & Durward, 1978) and those of the grade six comparison group. The attitude scale was administered to both groups as a pretest and posttest. The mean scores are based on items one to 20 (those items about attitudes towards the French language and culture). Each item is rated on a five-point scale; the minimum or most positive score possible is 20 for the 20 items, the mid-point score is 60, and the most negative score is 100. The mean scores are presented in Table X. A significant difference was found on both pretest and posttest scores with the bilingual group having significantly more positive attitude scale scores in both cases:

Pretest; t-value = 4.28, $p < .001$

Posttest; t-value = 7.56, $p < .001$

TABLE X

Attitude Scale: Pre and Posttest Scores of Grade 6 Bilingual and Grade 6 Comparison Group on Attitude Scale[a]

Mean Scores				Covariate Analysis[b]
Grade 6 Bilingual Group		Grade 6 Comparison Group		
pretest	posttest	pretest	posttest	F-value
(N=35)		(N=39)		
38.0	37.2	48.7	58.1	29.38*

* = significant at the .001 level

[a] A 20 item scale (attitudes towards French). Each item is rated on a five-point scale; the minimum or most positive possible score is 20, the mid-point score is 60, and the most negative score is 100.

[b] Pretest scores were used as a covariate in the analysis.

Attitude Scale: Change During the Programme

The Attitude Scale results were also used to measure change in the attitude towards the French language and culture during the programme (from pretest to posttest). These results, presented in Table X, indicate that there was no significant change from pretest to posttest for the grade six bilingual group; t-value = 0.63, $p < .05$. For the grade six comparison group, the attitudes become significantly less positive during the year; t-value = 5.01, $p < .001$. However, despite this change it is noted from the table that posttest attitude scores are still in the positive half of the scale (mean score is less than 60).

Attitude Scale: The Relative Change in Performance

A direct statistical comparison was conducted between the grade six bilingual and the grade six comparison group on the Attitude Scale scores (analysis of covariance of posttest scores, adjusting statistically for initial differences in pretest scores). The results presented in Table X revealed that after adjusting for initial differences in attitude, students in the bilingual group scored significantly higher at the end of the programme than students in the grade six comparison group, F-value = 29.38, $p < .001$.

Observation Results

A classroom observation schedule was administered 24 times, 12 times at the beginning of the school year (pre-observation) and 12 times at the end of the school year (post-observation). The results in this section are presented mainly to describe the following variables toward the beginning and end of the school year:

- Classroom Organization
- Student Talk
- Teacher Talk.

Classroom Organization

Classroom organization was noted for three minute intervals twice during an observation visit, at the beginning and mid-way through the observation (see manual Appendix B). A tabulation of the observed organization patterns appears in Table XI. There were no apparent differences between classroom organization in French Language Arts and Social Studies. Three types of organization tended to appear more frequently in the post-observation than in the pre-observation:

1. Group Work: post-observation 12 instances vs. two in pre-observation;
2. Aide is working with students: post-observation 10 instances vs. zero instances in pre-observation;
3. Students are working individually; 10 instances in post-observation vs. one instance in pre-observation.

TABLE XI

Classroom Organization

Organizational Patterns	Pre-Observation			Post-Observation		
	Language Arts (LA)	Social Studies (SS)	Combined (LA & SS)	Language Arts (LA)	Social Studies (SS)	Combined (LA & SS)
Group work	1	1	2	6	6	12
Full class lesson	11	12	23	6	6	12
Aide is working with students	0	0	0	6	4	10
Students are working individually	1	0	1	6	4	10
Some students are working in other areas of the school	0	0	0	0	0	0

On the other hand, an organizational pattern which is not as evident in post-observation was the full class lesson; pre-observation 23 instances vs. 12 instances in post-observation.

Student Talk

Student Talk was observed in each visit twice for six minute segments at 15 second intervals (see Manual for Observers, Appendix B). A tabulation of the data collected is presented in Table XII. The pattern of Student Talk appears to be similar in both the pre and post-observation sessions and for both Language Arts and Social Studies. In both sessions:

1. The greatest amount of verbalizations (instances which are not categorized as silence) are French; pre-observation 163 out of 184 (88.5%) verbalizations in French, post-observation 186 out of 208 (89.4%). English verbalizations total 20 (10.8%) in pre-observation and 20 (9.7%) in post-observation;
2. The verbalizations (instances which are not categorized as silence) deal mainly with Course Content; pre-observation 155 out of 184 (83.6%), post-observation 143 out of 208 (68.7%).

TABLE XII

Description of Student Talk

	Pre-Observation Language Arts (total=288)			Social Studies (total=288)			Combined Language Arts and Social Studies (total=576)		
	CC	M	S	CC	M	S	CC	M	S
French	69	1	1	86	3	3	155	4	4
(%)	(23.9)	(0.3)	(0.3)	(29.9)	(1.0)	(1.0)	(26.9)	(0.7)	(0.7)
English	1	1	6	3		9	4	1	15
(%)	(0.3)	(0.3)	(2.1)	(1.0)		(3.0)	(0.7)	(0.2)	(2.6)
Mix				1			1		
(%)				(0.3)			(0.2)		
Silence	209			183			392		
(%)	(72.6)			(63.5)			(68.0)		

	Post-Observation Language Arts (total=288)			Social Studies (total=288)			Combined Language Arts and Social Studies (total=576)		
	CC	M	S	CC	M	S	CC	M	S
French	80	3	10	63	17	13	143	20	23
(%)	(27.7)	(1.0)	(3.5)	(21.9)	(5.9)	(4.5)	(24.8)	(3.5)	(4.0)
English		1	1	6	6	6	6	7	7
(%)		(0.3)	(0.3)	(2.1)	(2.1)	(2.1)	(1.0)	(1.2)	(1.2)
Mix							2		
(%)							(0.3)		
Silence	193			175			368		
(%)	(67.0)			(60.8)			(63.9)		

CC = Course Content Verbalization; M=Management Verbalizations; S=Social Verbalizations

Student verbalizations dealing with Course Content were further categorized into: Requesting Information, Responding Verbally, Correcting, Expanding, and Not Categorically Defined. The pattern of verbalizations in pre-observation and post-observation can be summarized as follows (Table XIII):

1. The greatest number of verbalizations in pre-observation deal with responding verbally 114 out of 161 (70.8%) compared to 41 out of 149 (27.5%) in post-observation.
2. Expanding verbalizations show an increase from 3 out of 161 (1.9%) in pre-observation to 12 out of 149 (8.0%) in post-observation.
3. Requesting information shows an increase from 14 out of 161 (8.7%) in pre-observation to 24 out of 149 (16.1%) in post-observation.

TABLE XIII

Description of Student Talk by Course Content Subcategories (for Language Arts and Social Studies Combined)

Course Content Categories	Pre-Observation			Post-Observation		
	French	English	Mix	French	English	Mix
Requesting information	14	2		24	4	
(%)	(8.7)	(1.2)		(16.1)	(2.7)	
Responding verbally	114	1		41	1	1
(%)	(70.8)	(0.6)		(27.5)	(0.7)	(0.7)
Correcting	12			13		
(%)	(7.5)			(8.7)		
Expanding	3	1	2	12		
(%)	(1.9)	(0.6)	(1.2)	(8.0)		
Not categorically defined	12			53		
(%)	(7.5)			(35.6)		
Total	155	4	2	143	5	1
(%)	(96.3)	(2.5)	(1.2)	(96.0)	(3.3)	(0.7)

Teacher Talk

Teacher Talk was observed in each visit twice for 4 minute segments at 15 second intervals (see Manual for Observers, Appendix B). The pattern of Teacher Talk (Table XIV) appears to be similar in both the pre and post-observation sessions and for both Language Arts and Social Studies. In both sessions:

1. The greatest number of verbalizations (instances which are not categorized as silence) are French; pre-observation 333 out of 337 (98.9%), post-observation 353 out of 353 (100%).
2. The verbalizations deal mainly with Course Content; pre-observation 258 out of 337 (76.6%), post-observation 242 out of 353 (68.6%).
3. The remaining verbalizations are mostly of a Management nature; pre-observation 66 out of 337 (19.6%), post-observation 97 out of 353 (27.5%).

TABLE XIV

Description of Teacher Talk

	Pre-Observation								
	Language Arts (total=192)			Social Studies (total=192)			Combined Language Arts and Social Studies (total=384)		
	CC	M	S	CC	M	S	CC	M	S
French	143	37	4	115	29	5	258	66	9
(%)	(74.5)	(19.3)	(2.1)	(59.9)	(15.1)	(2.6)	(67.2)	(17.2)	(2.3)
English		1			2	1		3	1
(%)		(0.5)			(1.0)	(0.5)		(0.8)	(0.3)
Mix									
(%)									
Silence	7			40			47		
(%)	(3.6)			(20.8)			(12.2)		

	Post-Observation								
	Language Arts (total=192)			Social Studies (total=192)			Combined Language Arts and Social Studies (total=384)		
	CC	M	S	CC	M	S	CC	M	S
French	117	47	8	125	50	6	242	97	14
(%)	(60.9)	(24.5)	(4.1)	(65.1)	(26.0)	(3.1)	(63.0)	(25.2)	(3.6)
English									
(%)									
Mix									
(%)									
Silence	20			11			31		
(%)	(10.4)			(5.7)			(8.1)		

CC = Course Content Verbalizations; M=Management Verbalizations; S=Social Verbalizations

Teacher verbalizations dealing with Course Content were further subcategorized into: Giving Information, Soliciting a Response, Correcting, Expanding, and Not Categorically Defined. The pattern of verbalizations in pre-observation and post-observation can be summarized as follows (TABLE XV):

1. The greatest number of verbalizations in pre-observation deal with soliciting a response; 108 out of 258 (41.9%) compared to 59 out of 242 (24.4%) in post-observation;
2. The greatest number of verbalizations in post-observation deal with requesting information; 100 out of 242 (41.3%) compared to 53 out of 258 (20.5%) in pre-observation.

TABLE XV

Description of Teacher Talk by Course Content Subcategories (for Language Arts and Social Studies Combined)

Course Content Categories	Pre-Observation			Post-Observation		
	French	English	Mix	French	English	Mix
Giving information (%)	53 (20.5)			100 (41.3)		
Soliciting a response (%)	108 (41.9)			59 (24.4)		
Correcting (%)	43 (16.7)			47 (19.4)		
Expanding (%)	39 (15.1)			25 (10.3)		
Not categorically defined (%)	15 (5.8)			11 (4.5)		
Total (%)	258 (100)			242 (100)		

SUMMARY AND CONCLUSIONS

The bilingual programme initiated in the Langley School District was the first attempt at an elementary grade six bilingual programme in British Columbia. Students enrolled in the programme received 60% of their instruction in French. The curricular areas taught in French included Mathematics, Social Studies, Art, Music, Physical Education and French Language Arts. Because of the innovative nature at Langley's programme, this evaluation study was conducted to determine the effects of the programme on the students' mastery of French, mastery of English language skills, progress in other school subjects and their attitudes towards the French language and culture.

The study addressed itself to the basic questions:

1. the effects of the bilingual programme on the students' progress in other subject areas;
2. the bilingual students' progress in French;
3. the bilingual students' attitudes towards the French language and culture;
4. the patterns of language usage in the bilingual classroom.

What are the Effects of the Bilingual Programme on the Students' Progress in Other Subject Areas?

At the beginning of the study the Canadian Cognitive Abilities Test was administered to the treatment group (bilingual group) and the comparison groups. There were no significant differences between the groups on the total score of the test. Subsequent IQ scores from this test were

used as a baseline for comparing progress in some of the other subject areas.

At the end of the school year students enrolled in the bilingual programme were found to perform as well as regular programme grade six students on a standardized test (Canadian Test of Basic Skills) which measured achievement in other English subject areas. The bilingual students scored as well in the areas of vocabulary and mathematics and scored higher in the area of language usage.

These findings are consistent with those of Swain (1978) who found that the English language skills of students in the Elgin County late immersion programme did not lag behind those of regular programme students. Edwards and Smythe (1976) and Genesee (1976) had similar findings.

What are the Effects of the Bilingual Programme on the Students' Progress in French?

When progress in French language skills of the bilingual students is compared to those of regular students in the district enrolled in a traditional French programme, the bilingual students attain a much higher level of proficiency in French. When compared to a grade six group using the B. C. French Comprehension Test as a measure, the bilingual students scored significantly higher. The results were similar when a grade nine group was used to make a comparison. Using a more advanced measure, the Modern Language Association Test, the bilingual group outperformed the grade nine students as well.

When further compared to a secondary high school student group

who had completed a six week French immersion course in the summer, the bilingual students tended to approach the same level of performance in French.

These findings are consistent with those reported in Edwards and Smythe (1976) who reviewed late immersion programmes in Brampton, Montreal and Ottawa. The authors concluded that students in the late immersion programmes seemed to be making considerable progress in the French language.

What are the Effects of the Bilingual Programme on the Students' Attitudes Towards the French Language and Culture?

The findings of this study suggest that the bilingual programme helps to develop and maintain a positive attitude towards the French language and culture. Results of an attitude scale administered at the beginning and at the end of the school year indicate that the bilingual students' attitudes improve throughout the year (although not at a significant level). When compared to regular programme students, their attitudes are significantly more positive. Edwards and Smythe (1976) found that the students in the Brampton, Montreal and Ottawa late immersion programmes developed and maintained positive attitudes towards the French language and culture.

What is the Pattern of Language Usage in the Bilingual Classroom?

In order to describe the pattern of language usage in the classroom, systematic observation took place midway through the school year (January) and at the end of the school year (May-June). An observation

schedule was used to monitor the pattern of teacher talk and student talk. It was found that in both parts of the school year and for both the students and the teachers the greatest number of verbalizations were French and dealt with Course Content. The pattern of verbalizations showed some changes from January to May.

The greatest number of student verbalizations in the pre-observations were those categorized as responding verbally to a teacher initiated stimulus. At the end of the school year (post-observation) students were involved in reading, recitation and skits and other verbalizations. There was a slight increase in verbalizations categorized as expanding. This appears to indicate more speech initiation on the part of the student.

The pattern of teacher talk indicates an emphasis, in the earlier part of the school year, on verbalizations which solicited responses from students. At the end of the year, the emphasis changed slightly to verbalizations which were giving information relating to Course Content. The pattern of language usage of both the teachers and the students appears to change somewhat throughout the programme as the students acquire a greater proficiency in French.

The evidence arising from this study clearly suggest that the late bilingual model is an effective one for English-speaking students in British Columbia. The results presented here are quite consistent with previous studies in Eastern Canada (Swain and Barik, 1974; Swain, 1978; Genesee, 1976; Edwards and Casserly, 1976). Given the fact that students in British Columbia have a relative lack of exposure to French

as compared to students in Eastern Canada, the successful results of the bilingual programme in British Columbia's English setting are very encouraging. The bilingual programme students are able to read, write, and do mathematical computation as well as students enrolled in a regular grade six programme who receive more English Language Arts instruction and are taught Mathematics and Social Studies via English in the conventional manner.

In addition, at no extra cost, they are able to develop French language skills in a way that the English pupils who follow a traditional French programme never do. The late bilingual approach seems to be a promising vehicle for learning French and for improving students' attitudes towards the French language and culture.

Impressive as the grade six bilingual programme results are, however, they should be considered tentative until it is possible to measure the long term effects of the programme. Further research must be conducted to measure the development of English and French language skills of the bilingual students as they continue the programme through high school.

Another interesting area of investigation would be to monitor the stages of the bilingual students' acquisition of French language skills. The stages and the hours required to reach each stage could be tabulated. A comparison with the three levels of bilingualism (the basic level, the middle level, and the top level) suggested and defined by the Gillin Report (1974) could be made. Another area of research concerns which curricular areas are the most profitable linguistically

to teach in French. Perhaps Science taught via the target language would be more effective than Social Studies or Mathematics. In addition, the most effective percentage of time in which the French language is the language of instruction could be an area of investigation.

Finally, it is felt that the late bilingual programme is one which could be implemented by other school districts in British Columbia. Given the fact that the students do not suffer any losses in their English language skills; that the students develop superior French language skills; that the motivation of the older learner may be greater as he is involved in the decision to enter the programme; that a positive attitude towards French is developed and maintained throughout the programme, the bilingual model presents an attractive French language programme alternative for other school districts in British Columbia.

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APPENDIX A

Observation: Reliability and Validity Test - Number 1

Date: November 30, 1978

Observers: E. Day/G. Pfeiffer

E. Day and G. Pfeiffer observed a video tape of Blacklock Immersion students for one full session containing two rounds. The sequence of observation was A-B-C.

Correlations were as follows:

Classroom organization - 100% agreement

A. Teacher Talk - 31/32 = 98% agreement

B. Student Talk - 45/48 = 96% agreement

C. Classroom Activities -

T: two - two minute rounds)
) 100% agreement
S: two - two minute rounds)

APPENDIX A

OBSERVATION SCHEDULE

Reliability Test - Number 2

Present: G. Pfeiffer, E. Day

Date: February 15, 1979

Medium: Video tape of immersion class from Bradshaw Elementary School

Lesson: French Language Arts

Length of video: one hour

Date:

1. Teacher Talk - Number of items = 32 (8 minutes x 4 intervals per minute)
   - Agreement on 28 items
   - Percentage = 92%
2. Student Talk - Number of items = 48 (12 minutes x 4 intervals per minute)
   - Agreement on 45 items
   - Percentage = 96%
3. Classroom Organization - Agreement on all items = 100%
4. Classroom Activities - Agreement on all items = 100%

APPENDIX B

THE CLASSROOM OBSERVATION SCHEDULE: A MANUAL FOR OBSERVERS

Prepared by:

Genevieve Pfeiffer

PART I: THE CLASSROOM OBSERVATION INSTRUMENT

A. GENERAL DESCRIPTION

For this study, an observation instrument was designed to measure three dimensions of classroom instruction:

A. Teacher Talk

B. Student Talk

C. Classroom Activities

The first two dimensions are coded on a specially designed matrix* which indicates whether the language used is French or English. A separate category for silence or confusion is also included on the recording matrix. In addition provision has been made for further subdivision of the language into three categories which describe the nature of the verbalizations. The three categories are designated as Course Content (CC), Management (M), and Social (S).

	CC	M	S
French			
English			
Mix			
Silence			

When verbalization are of a management or Social nature, the observer checks the column (M or S) next to the language used. The language used may be French or English. If both languages occur within one verbalization the item will be sub-categorized next to Mix. Information concerning Course Content (CC) is subcategorized numerically from one to five for both teacher and student. The numbers used for recording Course content information are as follows.

Teacher Talk

1. giving information
2. soliciting a response

Student Talk

1. requesting information
2. responding verbally to stimuli
   (a) individually
   (b) as a group

3. correcting	3. correcting
4. expanding	4. expanding or initiating
5. not categorically defined	5. not categorically defined

B. SEQUENCE OF OBSERVATIONS

Each observation session includes two rounds. One round is defined as comprising A) Teacher Talk; B) Student Talk; C) Classroom Activities. The sequence is randomly selected and may be A,B,C; B,C,A or C,A,B. Once the first session is determined, the next two sessions will follow in sequence in order that all three possible sequences occur. After three observations, a new sequence will be randomly selected and followed.

Round I DESCRIPTIVE INFORMATION

3 minute-check classroom organization

A. 4 minutes - Teacher Talk

B. 6 minutes - Student Talk (2 minutes for each of three students)

C. 4 minutes - Classroom Activities
(2 minutes - Teacher 2 minutes - Student)
Note: Check Classroom Organization

3 minute break

Round II A. 4 minutes - Teacher Talk

B. 6 minutes - Student Talk (2 minutes for each of three students)

C. 4 minutes - Classroom Activities (2 minutes - Student
2 minutes - Teacher)

The matrix sheet is designed to record 4 minutes of speech. It is divided into 16 sections, allowing for entries every 15 seconds.

The third dimension of classroom instruction, classroom activities, are recorded on a checklist. Each item on the checklist is preceded by two columns. The first column is used to record activities during the first observation of classroom activities, the second column for the second round of observation. Classroom activities are recorded twice for each lesson as indicated on the time schedule and are recorded numerically in the sequence they occur. In the first round, two minutes of teacher activities are observed followed by two minutes of student

activities; in the second round the observer begins with two minutes of student activities and follows with two minutes of teacher activities.

C. OBSERVATION PROCEDURES

For Student Talk, six students are observed during each observation round. Before entering the class, the observer selects the students at random. The list of selected students contains the names of two extra students that may be observed, in order to allow for absences. If more than two pupils are absent, the observer should randomly select the pupils necessary to complete the observation. No pupil should be observed more than once per visit. On entering the classroom, the observer should ask the teacher to identify the students who have been randomly selected for individual observation. If a child is not present in class either because he is absent that day or has left the room he is replaced with a substitute student. If it should appear that a pupil has noticed that he is being observed, the observer should stop observing that student and proceed to the next student on the list. The observer completes the observation of the student who noticed he was being observed when it is possible to do so without attracting the subject's attention. For example: Student A has been observed for 1½ minutes and notices the observation. The observer then observes student B and returns to the first student later to complete the two minute observation.

When Teacher Talk is being observed, the observation will continue at all times except when the teacher leaves to confer with someone at the door or outside of the classroom. If a substitute teacher is in charge of the class, no observation will take place.

After sitting down, the observer organizes the observation materials and fills out the descriptive information on the first page of the schedule. The observer requires:

- two descriptive information sheets
- two matrix sheets for recording Teacher Talk
- three matrix sheets for recording Student Talk
- one classroom activity sheet
- a watch or stopwatch with a second hand

The first round of systematic observation then begins, starting with the unit of observation (A,B,C) randomly selected ahead of time and noted on the observation schedule. As the observation schedule sequence is rotated the first observation may begin either with A-Teacher Talk, with B-Student Talk, or with C-Classroom Activities, etc. One round involves A-Teacher Talk, B-Student Talk, C-Classroom Activities - the order may be A,B,C, B,C,A, or B,A,C. Each round is fourteen minutes in length; two rounds occur per session.

Recess, assembly or similar events which make it necessary for students to go out of the classroom may interrupt the observing sequence. In such a case, the observer will continue the process when observable behaviour resumes. Data collection may be interrupted duri g a round if necessary; it is not necessary that the break come between different units of observation.

D. RECORDING PROCEDURES

Teacher Talk is observed in two 4 minute sessions for a total of eight minutes. Student Talk is observed for a total of twelve minutes; six 2 minute sessions are allowed for each of the six students in an observation session. The verbal behaviour which is recorded is the first speech unit which occurs in a fifteen second interval. A speech unit is defined as being the first verbalization which is preceded and followed by a pause.

Classroom activities are observed for a total of eight minutes, in two 4 minute segments. Each segment contains 2 minutes of teacher activity and 2 minutes of student activity. Both are observed separately. The observer records classroom activities on a checklist in the first column for the first round, in the second column for the second round. Sequence of activities are given the same number. If an activity occurs twice, it may be assigned two numbers. This occurs only if the activity is interrupted by a different one.

For example: Students are engaged in oral drill.
Drill stops. Two students perform a skit.
Oral drill resumes.

The oral drill activity would be assigned two different numbers.

A pause consists of an interval of hestitation or silence which constitutes a break made in speaking or reading. The speech unit may consist of a word or a group of words which express an assertion, a question, a command, a wish, or an exclamation and therefore conveys meaning to an audience which may be an individual or a group of individuals. If one speech unit can be categorized in more than one way, that is, if there is no pause between two speech items which can be coded differently, the observer will record only the first item.

For example: Bien, quel temps fait-il?
categorize Bien

A speech unit may continue such that it overlaps from one fifteen second interval into the next. In this case, the unit will not be recorded in both intervals unless it has not been recorded in the previous interval. Only new speech preceded by a pause which occurs during the new fifteen second interval will be recorded.

Classroom activities are observed for a total of eight minutes in two 4 minute segments. The observer records classroom activities on a checklist in the first column for the first round, in the second column for the second round. Sequence of activities is indicated by numerical assignment. Concurrent activities are given the same number. If an activity occurs twice, it may be assigned two numbers. This occurs only if the activity is interrupted by a different one.

For example: Students are engaged in oral drill.
Drill stops. Two students perform a skit.
Oral drill resumes.
The oral drill activity would be assigned two different numbers.

In Part II, the units of systematic observation will be described in the order in which their recording sections occur in the observation schedule booklet.

A. Descriptive Information, B. Teacher Talk, C. Student Talk, D. Classroom Activities

PART II: THE UNITS OF SYSTEMATIC OBSERVATION

A. DESCRIPTIVE INFORMATION

Most of the contextual descriptors are self-explanatory. The observer must describe the date, the time at which observation begins and ends and the lesson in progress (in this case the course content may be French Language Arts or Social Studies).

Method of Classroom Organization

The method observed is entered on a table where the observer checks the column which corresponds to the method in which the teacher has organized pupils for task assignment.

Explanation of the classroom organization descriptors:

Group Work

Students are engaged in work which does not involve the class working as one unit. The usual group pattern involves three groups working separately but group size may be larger or smaller depending on the nature of the task. If four students are working in a group, and the teacher is teaching the rest of the class, this will be described as group work.

Full Class Lesson

In this case the activity involves full class participation with continuous teacher or teacher aide direction. The pace is determined by the teacher and the students are engaged in a common activity.

Aide is working with students

The observer will check this section of the table when the teacher aide is working with one or more students.

Students are working individually

This category includes activities in which students are working on an assigned task which may be identical for all pupils but in which the pace is determined by the individual student.

Some students are working in other areas of the school

When students are working on teacher assigned tasks and are removed from the classroom, this category will be checked by the observer.

Classroom organization is observed in two time slots. The first observation takes place at the beginning of the class, the second at a specified time on the observation schedule which occurs between the two observation rounds. The time schedule indicates the times when classroom organization is noted.

Sample entry:

Classroom Organization

	1	2
Group work	✓	
Full class lesson		✓
Aide is working with students	✓	
Students are working individually	✓	
Some students are working in other areas in the school		

At the beginning of the lesson, the class was divided into groups. The teacher was working with one group on a pronunciation drill. At the same time, two other groups were working individually on assigned tasks with assistance from the teacher aide.

Midway through the period the teacher reassembled the class for a lesson which involved full class participation.

DESCRIPTIVE INFORMATION

Date:

Time observation begins:

Time observation ends:

Lesson in progress:

Observation Sequence:

Classroom Organization

	1	2
Group Work	✓	
Full class lesson		✓
Aide is working with students	✓	
Students are working individually	✓	
Some students are working in other areas in the school		

Observer's Notes:

B. TEACHER TALK

Teacher Talk is observed for fifteen second intervals. Every fifteen seconds, the observer places a code in the box which describes the teacher's verbal behaviour for the first unit occurring within the fifteen second interval. The teacher may be talking to an individual, a group, the teacher aide, a student or students or other school members. The only verbalizations which will not be recorded are names of students. The rationale for eliminating the coding of names is that it occurs frequently and thus biases the speech sample. In addition, the French/English distinction is difficult to make. Teacher verbalization is coded as pertaining to three main categories:

A. Course Content

B. Management

C. Social

The main categories are described as follows:

A. Course Content (CC)

- all verbalizations about the subject designated for the study

When teacher talk relates to Course Content further subdivisions occur. These subdivisions are five in number and are entered on the matrix with corresponding numbers one to five next to the language used. The five categories are:

1. Giving information

includes: - all explanations and information relating to the subject or language designated for study and teacher response to student questions about subject matter.

Examples: T: Il y a dix provinces dans notre pays.
:La réponse: C'est vingt-huit.
:Pencil sharpener, c'est taille-crayon en français.

- instances when a teacher prompts a student response

Example: T: Aimes-tu les oranges?
S: Non.
(recorded portion) T: Non, je .....
S: Non, je n'aime pas les oranges.

(Teacher indicates a visual of green beans)

S: Les ...

T: Les har...

S: Les haricots

-corrections in which factual information of a student response is adjusted or clarified (to contrast with linguistic correction)

Example: T: Le Manitoba n'est pas à côté de la Colombie Britannique, Paul, c'est à gauche de l'Ontario.

-translations from English to French; English may or may not be used in the translation unit.

Examples: T: Les Etats-Unies sont au sud du 'south of' Canada.

: Concours d'orotographe, c'est 'spelling bee'.

: En français, on dit, un pupitre.

All of the above examples would be entered on the matrix by the observer in the following manner:

Sample entry:

	CC	M	S
French	1		
English			
Mix			
Silence			

English verbalizations relating to CC and designated as 'giving information' are entered on the matrix next to English.

2. Soliciting a response

includes:-questions or statements which solicit an individual student or group response

Example: T: Où est l'Ontario?

:Epelle le 'taille-crayon'.

:Montre-moi le tableau.

- pronunciation drills when students repeat a sound, word, phrase, or sentence.

Example: Répétez 'une banane'.

Sample entry:

	CC	M	S
French	2		
English			
Mix			
Silence			

English verbalizations relating to CC and designated as 'asking questions' are entered on the matrix next to English.

3. Correcting

This subcategory will be used when the teacher corrects the linguistic content of a student response (to contrast with correction of information).

includes: repeating what student has said but in a correct manner

S: j'aime de chanter

T: j'aime chanter

-correcting errors of pronunication

Example: T: Oignon - répétez oignon. (student has pronounced the word incorrectly).

Sample entry:

	CC	M	S
French	3		
English			
Mix			
Silence			

English verbalizations relating to CC and designated as 'correcting' are entered on the matrix next to English.

4. Expanding

includes: - statements which expand a student response with the intention of increasing the language content of the response.

Example: T: Aimes-tu les bananes?

S: Non.

-instances when the teacher adds factual content to a student response and thus expands the student's response

Examples: S: Le garçon travaille.

T: Le garçon travaille fort.

***

T: Quelle est la date aujourd'hui?

S: C'est le onze.

(recorded portion): T: Oui, aujourd'hui, c'est mardi, le onze février.

-introductions (either informally or formally) of new vocabulary items into a lesson which serve to expand the vocabulary being studied. (Student reaction will indicate to the observer if an item is being introduced for the first time).

Example: (during verb drill: aimer)

(recorded portion) T: Tu aimes les escargots?

The new vocabulary item 'escargots' was introduced informally to the group.

-repetitions of a student statement or response for reinforcement or approval

Examples: S: Deux fois quarante font quatre-vingts.

T: Oui, quatre-vingts.

***

S: Le garçon travaille.

T: Le garçon travaille.

Sample entry:

	CC	M	S
French	4		
English			
Mix			
Silence			

English verbalizations relating to CC and designated as 'expanding' are entered on the matrix next to English.

5. Not categorically defined

includes: verbalizations which do not fit into categories one to four such as songs, skits, reading to class

These are recorded because it is possible to make the French/English distinction (as opposed to the case of names).

Examples: T: Bien
Merci.
Alors.

Sample entry:

	CC	M	S
French	5		
English			
Mix			
Silence			

English verbalizations relating to CC and designated as 'not categorically defined' are entered on the matrix next to English.

Mix

When the teacher uses both French and English in the same verbalization, it will be coded as Mix. When the verbalization relates to subject matter, it is further subdivided in the same manner as French and English Course Content. When talk is of a Management or Social nature the observer checks the appropriate column on the matrix.

includes: - verbalizations in which both French and English occur in the same unit of information with no translation taking place.

Examples: T: C'est 'one sound', l'eau.
Epelle 'pencil' en français.
C'est une fête comme 'Easter'.

Sample entry:

	CC	M	S
French			
English			
Mix	1		
Silence			

B. Management (M)

Verbalizations of a management nature are checked on the matrix next to the language used. They are not coded as they contain no subcategories.

includes: - verbalizations pertaining to classroom procedures such as:

- organization of a pupil movement

Examples: T: Mettez-vous en rangs.

: Work with your usual group.

: Allons a la bibliothèque.

: Il y a quelqu'un dans le vestiaire.

Examples: T: Regardez à la page quatre.

: D'abord, les fruits (pointing to visuals of fruit.)

: Ouvrez vos livres.

- announcement of activities

Examples: T: Cet après-midi, il y aura un film.

- statements about pupil's behaviour

Examples: T: Marc, attention, s'il te plaît.

: Ne peigne pas tes cheveux pendant la classe.

: Encore un fois, silence!

- expectations about student's work

Examples: T: Il faut faire les devoirs avec plus d'attention.

: I'm expecting excellent work.

Sample entry:

	CC	M	S
French		✓	
English			
Mix			
Silence			

If English is used for Teacher Talk which is 'Management' a check will be made on the English part of the matrix.

C. Social

includes: - verbalizations of a personal nature between a teacher and student which are not related to Course Content

Examples: T: Ça va aujourd'hui? (Not part of a lesson on greetings)
: Oh, la, la, quelle belle robe, Marie!
: Tu as vu le film 'Starwars'?
: Je trouve que c'est très charmant, ce poème.

- remarks which refer to subject matter but are social in nature

Examples: Ce n'est pas si difficile!
C'est dommage.

Sample entry:

	CC	M	S
French			✓
English			
Mix			
Silence			

Silence

includes:-instances when no talking occurs for an entire fifteen second interval

- verbalizations which are inaudible and for which the content cannot be determined

-boardwork, use of audio visual aids, outside interruption

Sample entry:

	CC	M	S
French			
English			
Mix			
Silence	✓		

C. STUDENT TALK

As indicated in the section on procedures, at the beginning of each observation session, six students are selected randomly and their verbal activity is recorded for two minutes each on the specially designed matrix.

Student Talk is categorized into the same three major categories - Course Content (CC), Management (M) and Social (S) as defined in the section Teacher Talk - and is recorded according to the language used. When Student Talk relates to Course Content further subdivisions occur. These subdivisions are five in number and are entered on the matrix with corresponding numbers one to five next to the language used. The five sub-categories are:

1. requesting information

includes: - all questions asked by the student which solicit information directly related to the lesson and its content

Examples: S: La réponse, c'est quarante, n'est-ce pas?
: Comment dit-on 'blackboard' en Français?
: What does 'va au marché' mean?

Sample entry: (for French only)

	CC	M	S
French	1		
English			
Mix			
Silence			

2. responding verbally to stimuli (a) individually; (b) as a group. This category is further divided into responses made by the individual student and by the student as part of a group of two or more students. Individual responses are entered as 2a on the matrix, group responses are recorded as 2b.

This subcategory includes: - answers to questions posed by the teacher or teacher aide.

Example: T: Quelle province habite Trudeau?
S: Trudeau habite l'Ontario.

- answers to questions posed by another student which are related to Course Content

Example: S: Quel âge as-tu, Jean?
(recorded portion) Jean: J'ai douze ans.

- repetitions which are part of an oral drill or which are prompted by the teacher for the purpose of teaching pronunciation within a lesson

Example: T: Répétez 'une banane'.
S: Une banane.

- responses to directions from the teacher, teacher aide or another student

Example: T: Montre-moi Winnipeg sur la carte.
S: Voici Winnipeg.

- responses to visual stimulus presented as part of the lesson

Example: (Teacher points to an object and indicates to student that he name the object)
T: (indicates a box)
S: C'est une boîte.

- corrections of the factual content of the student's own response or that of another student

Examples: (time = 5:00) S: Il est trois heures.
T: Mais non....
(recorded portion) S: Oh, il est cinq heures.
$S_{(1)}$: C'est Manitoba.
T : C'est Manitoba?
(recorded portion) $S_{(2)}$: Non, c'est Saskatchewan.

- may include teacher initiated correction

Example S: L'ogno....
T: L'oignon.
(recorded portion) S: L'oignon.

Sample entry:

	CC	M	S
French	2a		
English			
Mix			
Silence			

3. Correcting

includes: - corrections or self corrections of language at the pronunciation and grammatical level (not teacher initiated)

Examples: S: Un lé .. légume.

: C'est un, non c'est une légume.

- corrections of another student's language.

Examples: S: On dit oignon.

: Non, Paul, c'est le, pas la fruit.

- corrections which may not be accurate but are attempts at language correction

Example: S: J'aime pas de chanter non... j'aime pas chanter.

Sample entry:

	CC	M	S
French	3		
English			
Mix			
Silence			

4. Expanding

includes: - verbalizations in the framework of Course Content where a student is volunteering information or making a suggestion without having been asked to

Example: (during social studies lesson)

T: Winnipeg n'est pas une très grande ville....

S: (volunteers information) Oui, Vancouver est plus grande.

- a response containing additional information which is not required

Example: (during a French lesson on greetings)

T: Ça va Jean?

S: Ça va bien aujourd'jui mais hier, Madame, j'étais malade.

T: Aimes-tu les oranges?

S: Oui, j'aime les oranges mais j'aime mieux les bananes.

Sample entry:

	CC	M	S
French	4		
English			
Mix			
Silence			

5. Not categorically defined

includes: - verbalizations which do not fit into categories one to four such as skits, oral reading, songs, miscellaneous uncodeable expressions

Examples: S: Bien!

Ah non!

Sample entry:

	CC	M	S
French	5		
English			
Mix			
Silence			

Mix

When the student uses both French and English in the same verbalization, it will be coded as Mix. When the verbalization relates to subject matter, it is further subdivided in the same manner as French and English Course Content. When talk is of a Management or Social nature the observer checks the appropriate column on the matrix.

includes: - verbalizations in which both French and English occur in the same unit of information with no translation or request for translation taking place

Examples: S: C'est une 'box'.
: 'Mr. Holm' est à la porte.
: Je peux epeler 'pencil' en français.
: C'est une ville qui s'appelle 'London' en anglais.

Sample entry:

	CC	M	S
French			
English			
Mix	2a		
Silence			

Silence

includes: intervals when the observed student does not talk for the entire fifteen seconds as well as verbalizations which are inaudible and for which the content cannot be determined.

Sample entry:

	CC	M	S
French			
English			
Mix			
Silence	✓		

In order to further clarify the procedure used to record student talk, a two minute recorded portion of student talk follows. The arrows indicate when a fifteen second time interval begins. The underlined portion is the unit of information recorded.

The observed student is engaged in an oral drill activity conducted by the teacher.

S: (repeating vocabulary) as group): Une banane... → une poire.... un raisin..un haricot.... une pomme... une orange..

S: (repeating vocabulary individually): Une banane... une poire... → un raisin....un haricot...une pomme...une orange..

(The teacher asks the observed student 'Aimes-tu les oranges?')

S: Non.

(The teacher indicates through gestures to the student that she wishes for him to expand his sentence.)

S: → Non, je n'aime pas les oranges.

(The group continues for several more seconds.)

S: → Madame, 'some one is' à la porte.

(Pause)

Full class: Bonjour Monsieur Ryan. Bienvenue.

(The principal enters and greets the class.)

S: → Are we going to continue?

(Teacher indicates yes and asks the three students in the group to create a brief dialogue using the structures from the drill. The students are silent as they listen to instructions.

S: → Madame, puis-je chercher mon livre?

Two minute sample entry:

	CC	M	S		CC	M	S		CC	M	S		CC	M	S
French	2b			*	2a			*	4			*			
English				*				*				*			
Mix				*				*				*		✓	
Silence				*				*				*			

	CC	M	S		CC	M	S		CC	M	S		CC	M	S
French			✓	*				*				*		✓	
English				*		✓		*				*			
Mix				*				*				*			
Silence				*				*		✓		*			

Matrix Sheet for Recording Teacher Talk and Student Talk

	CC	M	S	[a]	CC	M	S		CC	M	S		CC	M	S		CC	M	S		CC	M	S		CC	M	S		CC	M	S	
French				*				*				*				**				*				*				*					
English				*				*				*				**				*				*				*					
Silence				*				*				*				**				*				*				*					

	CC	M	S		CC	M	S		CC	M	S		CC	M	S		CC	M	S		CC	M	S		CC	M	S		CC	M	S	[b]
French				*				*				*				**				*				*				*					
English				*				*				*				**				*				*				*					
Silence				*				*				*				**				*				*				*					

[a] Each segment represents a fifteen second interval

[b] Total amount of time is four minutes

D. CLASSROOM ACTIVITIES

Contextual Descriptors

Most of the contextual descriptors for Classroom Activities are self-explanatory; the following notes are only for those categories whose meanings are not readily apparent.

Teacher Activities

Orienting students: telling student procedures they will be following. Giving an overview or preview of what is to come. Setting standards, regulations, expectations.

Leading discussion: Giving information, facts, own opinions, lecturing or asking rhetorical questions, conducting oral drills.

Giving directions: Giving directions, requests or commands which students are expected to follow.

Routine tasks: Attending to routine matters, i.e. taking attendance, passing out books, test papers, making routine announcements.

Using: (mechanical aide(s)) such as overhead projector, slide or filmstrip projector, language master, tape recorder, record player, musical instruments.

Using: (visual aide(s)) such as flashcards, print books, pictures, chalkboard, concrete objects.

Helping a group: Helping an individual: Assisting student(s) with assigned tasks.

Supervising: Teacher is present in the class but not directly interacting with students and not carrying out a differentiated teaching activity.

Student Activities

Student activities are divided into three broad categories: oral activities, silent activities, and written activities.

Oral activities refer to activities where students are reporting orally by reading, repeating, answering questions, singing or discussing.

Silent activities comprise silent drill, memorizing and other activities done silently by pupils.

Written activities are any written seat work or board work.

Creative writing comprises composition in which the pupil is allowed to produce something novel.

CLASSROOM ACTIVITIES

Teacher Activities

___	___	Orienting students (whole class)
___	___	Leading discussion (whole class)
___	___	Routine tasks (whole class)
___	___	Using: mechanical aide(s)
___	___	visual aide(s)
___	___	Correcting work: with class
___	___	: with a group
___	___	: with an individual
___	___	: independently
___	___	Helping a group
___	___	Helping an individual
___	___	Dictating: to class
___	___	: to group
___	___	: to individual
___	___	Reading: to class (no student text)
___	___	(with student text)
___	___	: to group (no student text)
___	___	(with student text)
___	___	: to individual (no student text)
		(with student text)
___	___	Supervising
___	___	Administering a test

Student Activities

Oral Activities

___	___	Reading from written text
___	___	Read and respond
___	___	Listen and Respond
___	___	Respond as part of language drill

Oral Activities (cont'd)

___	___	Student reports and presentations with notes
___	___	Student reports and presentations without notes
___	___	Correct work
___	___	Perform skit (no text)
___	___	Perform skit (with text)
___	___	Song
___	___	Discussion
___	___	Game

Silent Activities

___	___	Reading from text prescribed by teacher or teacher aide
___	___	Free reading
___	___	Watching a filmstrip, slides, or movie
___	___	Memorizing
___	___	Listening to teacher without oral response
___	___	Listening to another student without oral response
___	___	Listening to tape without oral response

Written Activities

___	___	Completing exercise
___	___	Test
___	___	Dictation
___	___	Correcting work
___	___	Creative writing